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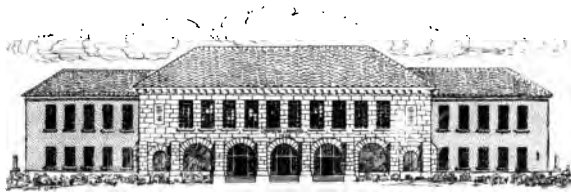
THE ALDINE SPELLER PART FOUR

BRYCE AND SHERMAN

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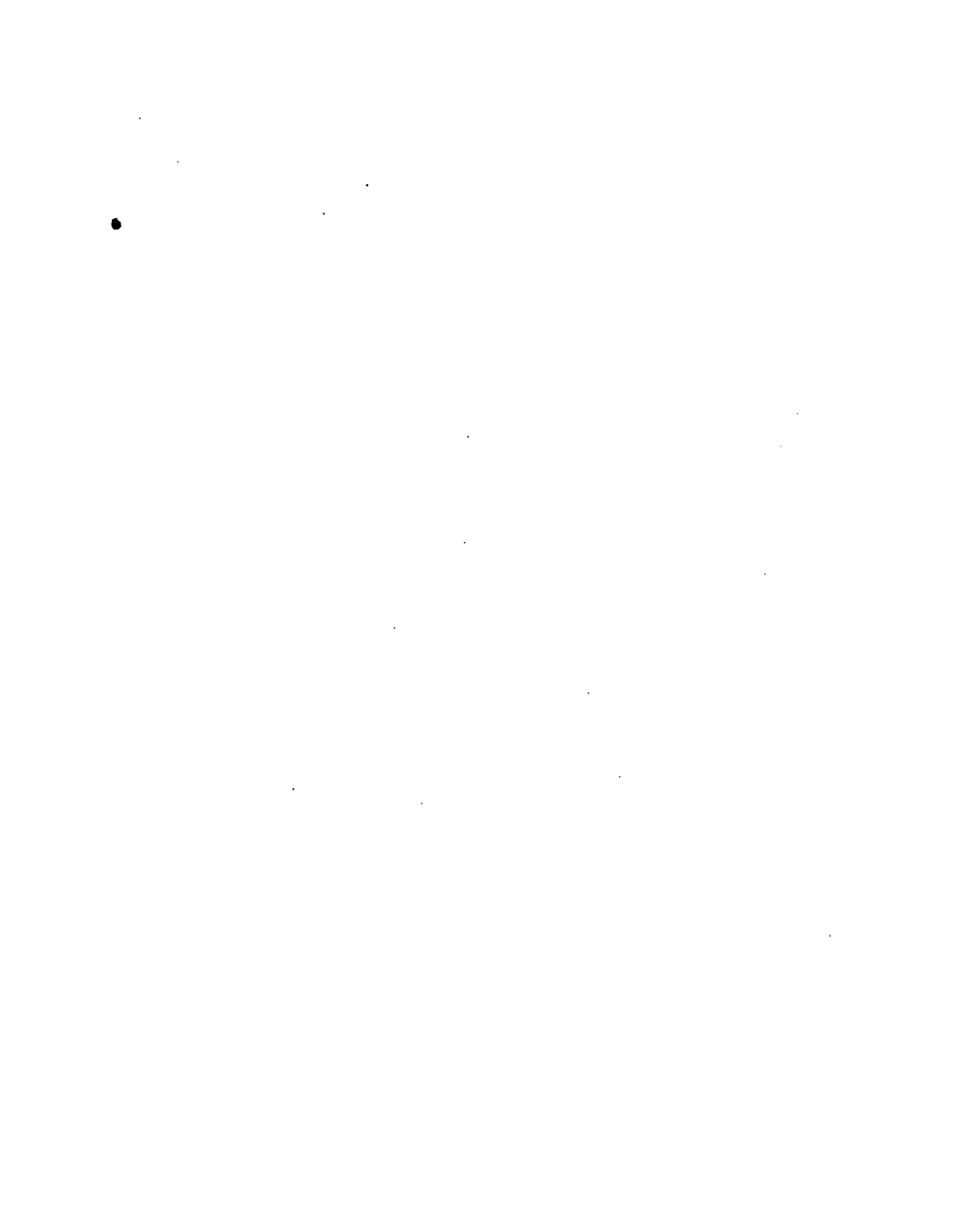
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THE ALDINE SPELLER

PART FOUR
FOR GRADES SEVEN AND EIGHT

BY

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PREFACE

To teachers and the public alike, probably no subject taught in the public schools has been more disappointing than spelling. This disappointment is undoubtedly due to:

1. Defective material for study and poor methods of teaching;
2. Too much testing and too little teaching;
3. Finding errors rather than preventing them;
4. The use of a theoretical, rather than the practical, vocabulary of children and adults.

The teaching of spelling must be done from a spelling book in the hands of the children, since the individual teacher does not have the time to prepare lists of words which will produce as good results as the lists given in a spelling book, the selection and preparation of which are the result of years of special observation and testing.

A plan of teaching spelling to secure the best results should consist of a thoughtful, systematic, and comprehensive presentation of the words and spelling facts which every pupil must learn. It must contain an adequate and simple system of phonics for the primary grades, since a large per-

centage of the words in common use are purely phonetic and present no spelling difficulties once a sane and practical phonetic foundation is fixed. It must have a vocabulary selected and graded with such care that it will give the child the ability to spell correctly those words which he needs to use in his written work, and that it will also develop and broaden his vocabulary for his future needs. It should contain suitable directions and hints to the teacher, sufficiently removed from the pupil's text so that he may not be confused by them. It may, and in many grades should, contain information and suggestions to the pupil that will help him to master the many peculiarly non-phonetic words which present their individual problems and must be individually mastered. It should contain a very few of the most important spelling rules simply stated. It should contain a large variety of sentences for dictation, which may wisely take the form of gems of thought. Such a plan, well taught, constantly supplemented by the teacher with such words as the peculiar difficulties of individual pupils and classes may require, will produce a maximum of ability to spell correctly.

In the Aldine Speller the authors have presented a plan of teaching which in actual results has proved singularly effective. The vocabulary has been selected and graded with unusual care to meet the actual needs of life and to develop a spelling sense. In its preparation a careful com-

parison was made of the vocabularies of several of the most popular spelling books of the day in respect to both gradation and selection. Paralleling this, the various recent tests and investigations, notably those of Ayres, Jones, and Cook and O'Shea, have been checked. The resulting vocabulary is thought to represent the real writing vocabulary of the average child of the grade in which it is taught. Special and repeated drills are given on the real trouble makers — the one hundred and more words that comprise four-fifths of the misspelled words of the schoolroom.

In the primary grades use is made of exceptionally valuable phonetic lists. Emphasis is placed upon this important and very practical foundation for the development of a spelling sense, and its mastery in the primary grades will do much to train children to spell correctly. A few comparatively uncommon words are used in these lists chiefly for the value of the phonetic drill.

As every error creates a tendency, and if repeated quickly establishes a habit, it is important that the correct spelling of words be taught before children have occasion to write them. Every worth-while test and investigation shows the most common and most useful words in our language to be the words used early by children. It is likewise certain that very many of the misspelled words are one-syllable words in very common use. It would, therefore, seem essential that the real teaching of spelling should be done as early as pos-

sible in the grades — somewhat earlier than has frequently been the case — that correct habits, rather than incorrect ones, may be formed.

Obligation is expressed to Dr. Leonard P. Ayres of the Russell Sage Foundation for kind permission to make use of his list of “The Thousand Commonest Words.” These and some four thousand other very common and important words constitute the Aldine vocabulary.

That the Aldine Speller may lead to some real teaching, and decrease “lesson hearing,” is the hope of the authors.

DIRECTIONS TO TEACHERS

ORAL SPELLING

ORAL spelling should always precede written spelling in the primary grades. Careful and distinct pronunciation by the child should always precede oral spelling. Children cannot be expected to spell correctly words that they cannot pronounce. It is well to emphasize the form of a word of more than one syllable by syllabication. It makes the spelling more obvious, promotes clear enunciation, and assists in creating a correct mental picture of the word. The sight words in this book are so syllabicated when first presented. A slight pause between the syllables is usually sufficient in oral spelling. In writing the words they should not be divided.

TESTING

The mere "hearing" of spelling lessons is happily a thing of the past in most schools. However, teachers cannot be too strongly impressed with the worthlessness of such exercises. The primary object is to instruct, not to examine—to teach to spell correctly, not to find out how many

words may be spelled incorrectly. Review lessons should be given frequently, and these are sufficient for test purposes. All other lessons should be thoroughly taught with instruction the aim and object of the lesson.

INTEREST

It has been well said that "interest is nine-tenths of education." This is true in teaching spelling. Any means which will arouse interest in mastering words is likely to be effective. So far as our forefathers succeeded in securing results in this subject they did so by interest in the old-fashioned "spelling-bee." Spelling matches of various sorts are desirable for creating interest. The review lists and special lists will be found admirable for this purpose. It should be remembered, however, that this is testing what is already learned and is not teaching something new.

PUPILS' LISTS

Each pupil has his own difficulties in spelling. Teach him to make private lists of the words which he finds especially hard to spell and have him use extra effort to conquer these trouble-makers. These may be listed in the back of his textbook or in his individual note book. Occasional lessons may be devoted entirely to this kind of exercise and they should be individual and painstaking. Such words should be watched for in the other written work and mis-

spelling prevented rather than corrected. Besides making the misspelled words the basis of a lesson they may well be correctly and carefully written on the board with the difficulty shown in colored crayon. If possible leave them in sight for several days.

HOMOPHONES

Words spelled differently but pronounced alike should be kept apart until the spelling of each has become fixed and the ability to use correctly in sentences reasonably sure. Then only may they safely be brought together for comparison. When this is done much care must be used that no confusion may exist in the child's mind as to the proper use of each.

ORDER OF PRESENTATION

All children do not learn spelling equally well in the same way. Some are sense organ learners while others are largely motor organ learners. Most children are both. In all cases the order of seeing words, hearing them pronounced, pronouncing them, spelling them aloud, and then writing them, will be found to be most effective. Appeal is thus made successively to the eye, the ear, the memory, and the hand.

ENUNCIATION

Poor enunciation is a common source of incorrect spelling. Occasionally test your pupils on sounding words. See to it that they learn to give the right value to the vowel

sounds and do not omit any that should be sounded. Do not permit *in* for *ing*, or final *ed* to be sounded like *t*. Remember that "A word correctly pronounced is half spelled."

PROPER NAMES

No place has been given in this book to proper names, since the needs of different classrooms vary so widely. They must be thoroughly taught, however, and it is the teacher's duty to teach such proper names as her pupils need to use. Strongly emphasize the fact that these proper names always begin with a capital letter.

USING THE STORY

Read the story, "The Efficient Guide," with the pupils. Be sure that they understand the full meaning and the object of this story. Keep it before the pupils by constant application to their own efforts. Records of those who qualify as guides may be kept. Let them see just how important it is in this and in all other work to be able to "light the fire with one match."

CAREFUL TEACHING

In teaching every lesson, do your part by pronouncing every word clearly and correctly. Require the pupils to do the same, paying especial attention to final *d*, *t*, and *ing*. Train them really to see the word, calling their attention to silent letters, unusual combinations, and the application of

the rules that are given in their books. Pupils who are permitted to mispronounce *ent* and *ant*, or who hear them mispronounced, may be expected to misspell them. Be sure that you "light *your* fire with one match."

USE AND MEANING

Remember, it is not enough that children pronounce and spell words correctly. They should know the meaning and how to use each word. In these grades few quotations are given because pupils have so much required written language work. However, the true meaning of the word should be certain. If it is not in the pupils' speaking vocabulary, illustrate its use in a sentence.

REVIEW

At the beginning of the seventh year a review is given of a remarkable list of words. They are used here by permission of the compiler, Dr. W. F. Jones of the University of South Dakota. He has aptly named them the "One Hundred Spelling Demons of the English Language." As the result of a most exhaustive and careful investigation he finds them not only to be the most commonly misspelled words, but to be misspelled frequently and persistently in all grades.

These words have been taught and frequently reviewed in preceding grades. If effective teaching has been done, the children will spell all of these words correctly and two or

three review lessons will be sufficient. If, however, the pupils do not already have the habit of spelling all these correctly, intensive drill should be given on those misspelled until they are mastered.

Lessons 13-24 contain one hundred other frequently misspelled words. Drill on them until they, too, are mastered. Two or three lessons may be enough for all twelve, but drill just as long as may be necessary.

TRoublesome Endings

On page 7 are many words with similar endings. These need careful teaching. For example, after studying lessons 39-50 a review should be given by dictating first a word ending in *or*, then one in *ar*, and then one in *er*. In this way test the ability to associate the correct ending with each word. Pages 48 to 54 should be reviewed and tested in the same way.

Synonyms

In teaching synonyms show that while a synonym means *nearly* the same thing as another word, it does not usually mean just the same. Lead the pupils to select such synonyms as have the nearest shade of meaning, and point out the difference. This work may be made most valuable, in extending and broadening the vocabulary, and in gaining ability to discriminate in the use of words. In many lessons like those on page 14, sentences may be required using the synonyms, and showing the variations in their meaning.

PREFIXES

Pages 38 to 41 are devoted to the study of prefixes. This work may be extended by requiring the pupils to bring in lists of other words having prefixes, and to study their meaning. Again, lists of suitable words may be prepared, and attention directed to the changes in meaning caused by the use of different prefixes.

SUFFIXES

The three rules given have been applied in previous grades. They should now be memorized and the prominent exceptions noted. These rules apply to such a large number of words that their mastery and application is very important. Valuable training may be given by applying them to other lists of words.

The ability to apply the rules for suffixes is very valuable, and these lessons should be carefully taught and thoroughly reviewed.

DICTIONARY LESSONS

In the grammar grades pupils should be taught to consult and use the dictionary. Many very valuable lessons may be given in this book in forming plurals, adding prefixes and suffixes, selecting derivatives, and finding synonyms other than those given. Do not deaden the interest by requiring pupils to look up every word in every lesson, but rather have them look up all words whose meaning, spelling, or pronunciation is uncertain.

SPECIAL LISTS

Some very valuable material is given on pages 66-75. These pages are to be taught at the discretion of the teacher. Pages 74 and 75, giving abbreviations, may well be taught at the beginning of the seventh year. Two or three lessons will probably be found to be sufficient.

In the list of words with more than one correct spelling the preferred form is given first but the second is frequently used and is entirely correct. It is not intended that both shall be taught but it is well for both teacher and pupil to know that either is correct.

Many foreign words and phrases are in such common use in our language as to make desirable a familiarity with their correct spelling and pronunciation. These pages are for reference use and for use with special groups of children. If taught at all, the teacher should be absolutely sure of the correct pronunciation.

Pages 67 and 68 contain 97 words frequently mispronounced. These may well be studied early in the year so that the pupils may be tested on their pronunciation from time to time.

TO THE PUPILS:

THE EFFICIENT GUIDE

My friend and I were planning a camping and fishing trip in Canada. We were most anxious to secure the services of an excellent guide, as the success and pleasure of such an excursion depend largely upon the boatman hired. Years before I had visited the same country, having at that time the finest guide in the province, even then called "Old Jean." Jean was now quite too old to accompany us, but I knew he still kept up his interest and watched and criticized the younger guides freely; so to Old Jean we went.

After expressing our regrets that he could not be our guide again, I asked, "Tell us, Jean, who is the next best guide to you?"

"Take François," was his brief reply.

"But why? In what way is he better than others?" I asked, somewhat surprised, for François did not seem so strong as some of the other guides we had met.

"*He never needs more than one match to light a fire,*" was Old Jean's answer.

"Good!" I answered. "François is the man for us!"

If you have ever seen a man light a fire in the open with one match, you will know what it means. Before lighting the match, the man must know how the wind blows, and shelter the flame. When striking he must use just enough energy to light it without breaking it; the kindlings must be

carefully selected and well made ; the first flicker of a light must be protected and encouraged to spread.

That one sentence — *He never needs more than one match to light a fire*, was the highest recommendation a guide could receive. It meant that he was a man who used his head ; who planned out things ahead of time and worked them out surely and deliberately. He would not get excited, but would meet every difficulty as it came along, and overcome it. He used just the right amount of energy and used it at just the right time. When he took a thing in hand, it was done — was finished — there was no going back and doing it over and over again.

If all men, women, boys, and girls had the same habit established, how easy and how happy all work would become !

The *time* to form that habit is *now*. The *occasion*, the *mastery* of this speller.

Meet every day's lesson as François met his tasks. Study each word ; find the little difficulty it contains ; master it, once for all. Don't spend the rest of your life reviewing and misspelling the same word. Be like François, *light your fire with one match*.

THE ALDINE SPELLER

PART FOUR

SEVENTH YEAR



SEVENTH YEAR

I tell you, earnestly, you must get into the habit of looking intensely at words, assuring yourself of their meaning, syllable by syllable, nay, letter by letter.

—JOHN RUSKIN.

ONE HUNDRED "SPELLING DEMONS"

1	2	3	4
which	friend	done	would
their	some	hear	can't
there	been	here	sure
separate	since	write	loose
don't	used	writing	lose
meant	always	heard	Wednesday
business	where	does	country
many	women	once	February

5	6	7	8
know	ready	making	believe
could	forty	dear	knew
seems	hour	guess	laid
Tuesday	trouble	says	tear
wear	among	having	choose
answer	busy	just	tired
two	built	doctor	grammar
too	color	whether	minute

9	10	11	12
any	through	week	said
much	every	often	hoarse
beginning	they	whole	shoes
blue	half	won't	tonight
though	break	cough	wrote
coming	buy	piece	enough
early	again	raise	truly
instead	very	ache	sugar
easy	none	read	straight

WORDS FREQUENTLY MISSPELLED

The following one hundred common words are frequently misspelled. You have had every one of them in previous grades. If you are not sure of every one of them, you should master them now. Notice the peculiar part of each word that sometimes leads to its misspelling, and always write it correctly.

13	14	15	16
disappoint	ladies	travel	until
necessary	nature	engine	chief
necessity	awful	nearly	figure
recommend	almost	whose	worth
accomplish	already	buried	fourth
altogether	carried	weigh	pretty
argument	section	either	should
appearance	although	neither	article

Let the accent of words be watched, and closely; let their meaning be watched more closely still.

—RUSKIN.

17	18	19	20
written	beautiful	clothes	honor
course	carriage	union	guard
taught	marriage	nothing	dollar
cheap	banana	memory	using
wound	faithful	money	build
weather	quotation	jewelry	belief
knowledge	another	measure	bureau
opinion	condition	alcohol	cashier

21	22	23	24
freight	governor	special	denial
field	genuine	families	eighth
worst	laundry	mischief	salary
burial	forgetting	obedient	source
breadth	restaurant	sincerely	steady
curious	judgment	sensible	thief
courteous	accurate	realize	wealth
precious	benefited	variety	people
patience	courageous	earliest	liquor

All of the words on this page may be used in writing about animal life. Make sentences using as many of these words as possible.

25	26	27	28
al li ga tor	ca na ry	mos qui to	leo pard
croc o dile	pi geon	buf fa lo	ti ger
rep tile	os trich	mon key	coy o te
cat er pil lar	par tridge	don key	bea ver
tur tle	tur key	wolf	squir rel
liz ard	swal low	pheas ant	rab bit
29	30	31	32
im i tate	war ble	chews	fa tal
im i ta tion	feath er	clum sy	com bat
mim ic	car ol	de vour	shriek
hid e ous	whis tle	bur row	seize
fu ri ous	hos tile	pur suit	fe ro cious
	33		
swim ming	hor rid	an i mal	haunt
mi grate	mas sive	crea ture	havoc

34

Be careful of the silent letters in these words.

bris tle	bus tle	guest	maid en
wres tle	hus tle	ghost	hon est ly

35

an them	soup
anx ious	a dapt
arc tic	ditch
cro quet	ease
an cient	vague

36

ar gue	wring
tempt	youth
du et	heir
haul	log ic
type	rai sin

Each of the above words has one thing to be mastered.
What is it?

The following nouns form their plurals by changing
final *y* to *i* and adding *es*. Write the plural of each.

37

ag o ny	bal co ny
al ly	bound a ry
mis er y	ca pac i ty

38

ma jor i ty	mys ter y
mi nor i ty	nurs er y
a pol o gy	vic to ry

TRoublesome ENDINGS — *or, ar, er.*

39	40	41	42
au thor	gov er nor	or a tor	cred i tor
doc tor	con quer or	jun ior	sen a tor
debt or	suc ces sor	har bor	tra i tor
o dor	in ven tor	ru mor	hor ror
tu tor	an ces tor	liq uor	au di tor

43	44	45	46
va por	as ses sor	ben e fac tor	mus cu lar
cam phor	di rec tor	en deav or	cal en dar
fac tor	so lic i tor	bach e lor	sim i lar
war rior	e qua tor	con duc tor	reg u lar
em per or	su pe ri or	com pet i tor	gram mar

47	48	49	50
sur ren der	treas ur er	ledg er	ma neu ver
type writ er	di am e ter	draw er	oys ter
ste nog ra pher	cyl in der	pray er	bowl der
ba rom e ter	en coun ter	lead er	plumb er
em broid er	cus tom er	pau per	la bor er

51

Carefully review the lessons on page 7, being sure to remember the endings. There are several words needing special study. Be careful of *author, junior, auditor, assessor, maneuver, cylinder, solicitor*. Notice the difficulty in every word on that page.

52

studies	in ca pa ble
busi ness	sub mit ting
fear less	e qual ly
ten der	prin ci ple

53

help less	foul
stal wart	shirk
wick ed	ought
de praved	weak

54

The best boys I know — the best men I know — are good at their studies or their business, fearless and stalwart, hated and feared by all that is wicked and depraved, incapable of submitting to wrongdoing, and equally incapable of being aught but tender to the weak and helpless. . . . In life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard!

— ROOSEVELT.

RELATED WORDS

55

believe	believing	believed	belief
apply	applying	applied	applicant

56

marry	marrying	married	marriage
arrive	arriving	arrived	arrival

57

pleasant	pleasure
choose	choice
unite	union
relieve	relief
center	central

58

know	knowledge
create	creature
carry	carriage
strong	strength
complain	complaint

59

pure	purity
real	reality
nature	natural
moist	moisture
image	imagine

60

capture	captive
conceit	conceive
breath	breathe
native	nation
warm	warmth

RELATED WORDS

61

busy	lazy	final	fatal
busily	lazily	finally	fatally
business	laziness	finality	fatality

62

silent	study	able	break
silently	student	ably	broke
silence	studious	ability	broken

63

write	writing	wrote	written
freeze	freezing	froze	frozen
arise	arising	arose	arisen

64

choose	choosing	chose	chosen
know	knowing	knew	known
begin	beginning	began	begun

Be careful to spell *frozen* with a *z* and *chosen* with an *s*.

SCHOOL WORDS

65	66	67	68
isth mus	vol ca noes	de gree	strait
pla teau	bound a ry	ra di us	o cean
is land	me rid i an	par al lel	prai rie
gla cier	hem i sphere	di vi sion	ca nal
e qua tor	ge og ra phy	min er al	a re a
69	70	71	
lon gi tude	prep o si tion	fi nan cial	
lat i tude	par a graph	com mer cial	
mas cu line	pos ses sive	in dus tri al	
fem i nine	di a gram	ag ri cul ture	
ab bre vi a tion	ad jec tive	pop u la tion	
72	73	74	
a rith me tic	na tion al	phys i ol o gy	
cur ren cy	re pub lic an	hy gi ene	
mul ti pli ca tion	dem o crat ic	con ta gious	
nu mer a tor	par lia ment	in fec tious	
de nom i na tor	gov ern ment	vac ci na tion	

75

ne ces si ty el o quent
 nec es sa ry el o quence
 con verse re straint
 con ver sa tion

76

a buse com plete
 a bu sive com ple tion
 dis creet gen tle man
 dis cre tion

Look up the pronunciation of *completion*, *discretion*, and *abuse* in your dictionary. Notice that *abuse* is pronounced one way as a noun and another as a verb. *Necessity* and *necessary* are often misspelled.

77

Education begins a gentleman, conversation completes him.

— CHESTERFIELD.

Abusive language is abuse of language.

Would you escape the necessity of restraint by others?
 Then exercise self-restraint.

78

wea ry por ter
 wea ri ly fire man
 drear y en gine
 drear i ly en gi neer

79

drow sy ap point
 drow si ly con nect
 op er ate con nec tion
 vol un teer mur mur

SYNONYMS

A **synonym** is a word having the same, or nearly the same, meaning as another.

80

calm ly	gen u ine	ap point ment	si lence
com pos ed ly	real	po si tion	still ness
qui et ly	sin cere	of fice	qui et
tran quil ly	nat u ral	place	peace

81

82

THE SLEEPER

One night as some weary soldiers were resting in camp, an officer entered and said, "Men, there are not enough civilians left to operate the railway. Do any of you wish to volunteer as porters, engineers, firemen, or for any other *appointment* connected with the railway?"

For a time the *silence* was broken by snores — not all *genuine*; then one of the men drowsily but *calmly* muttered, "Put me down as a sleeper, Captain."

Rewrite this story, using synonyms given above in place of the words in italics.

SOME COMMON SYNONYMS

83	84	85	86
pre fer	in crease	com plete	o blige
choose	ad vance	fin ished	please
e lect	en large	con clud ed	grat i fy
se lect	ex tend	en tire	ac com mo date
de sire	spread	end ed	fa vor
fan cy	mag ni fy	to tal	ben e fit
87	88	89	90
pur pose	dis trib ute	im por tant	pop u lar
de sign	scat ter	de ci sive	fa vor ite
in ten tion	al lot	es sen tial	liked
aim	grant	ma te ri al	ap proved
plan	dis pense	prom i nent	ac cept ed
	91		92
con ceal	ex trav a gant	en treat	an cient
dis guise	lav ish	im plore	an tique
se crete	pro fuse	be seech	ob so lete

93	94	95	96
mar gin	huge	gloom	be held
bor der	vast	dark ness	saw
edge	gi gan tic	ob scu ri ty	ob served
mon ster	mon strous	trav el er	tow er ing
de mon	e nor mous	tour ist	tall
drag on	im mense	pil grim	high

97

ICHABOD CRANE'S FRIGHT

In the dark shadow of the grove, on the *margin* of the brook, he *beheld* something *huge*, misshapen, black, and *towering*. It stirred not, but seemed gathered in the *gloom*, like some *gigantic monster* ready to spring upon the *traveler*.

— WASHINGTON IRVING.

Rewrite, substituting synonyms from Lessons 93 to 96 for the words in italics.

98	99
a ban don	pret ty
de sert	beau ti ful
for sake	hand some
mem o ry	com mon
rec ol lec tion	gen er al
re mem brance	u ni ver sal

100

at ten tion ap pli ca tion
vig i lance dil i gence
zeal in dus try

101

meth od ef fi cient
sys tem com pe tent
hab it ca pa ble

102

ac cu ra cy dis patch con duct punc tu al i ty
ex act ness speed con trol pre ci sion

103

prin ci pal re quire
im por tant de mand
chief in sist

104

busi ness qual i ty
vo ca tion prop er ty
oc cu pa tion at tri bute

105

Attention, application, accuracy, method, punctuality, and dispatch are the principal qualities which are required for the efficient conduct of business of any sort.

— SMILES.

Rewrite the above, substituting synonyms. Observe that while there is a basis of common meaning, synonyms do not usually mean *exactly* the same.

106

in vin ci ble	res o lu tion	temp ta tion
un yield ing	cour age	al lure ment

107

men ace	re li ance	re sist	bur den
threat	de pend ence	op pose	weight

108

choose	vir tue	fear less	truth
se lect	pu ri ty	cou ra geous	hon es ty

109

The greatest man is he who *chooses* the right with *invincible resolution*; who *resists* the sorest *temptations* from within and without; who bears the heaviest *burdens* cheerfully; who is calmest and most *fearless* under *menaces* and frowns; whose *reliance*, on *truth*, on *virtue*, on God, is most unfaltering.

— CHANNING.

Write the above from dictation. Rewrite, substituting synonyms for words in italics.

110		111	
ob serv ing	char ac ters	a larm	dis cov er y
not ing	na tures	fear	ex plo ra tion
watch ing	per sons	ter ror	in ves ti ga tion

112	113	114	115
man ner	strange	trav el	fre quent
cus tom	won der ful	jour ney	re peat ed
fash ion	mar vel ous	wan der ing	con tin u al
hab it	queer	for eign	re gion
be hav ior	un u su al	al ien	lo cal i ty
con duct	odd	dis tant	place

116

THE RAMBLER

I was always fond of visiting new scenes and *observing strange characters and manners*. Even when a mere child I began my *travels*, and made many tours of *discovery* into *foreign* parts and unknown *regions* of my native city, to the *frequent alarm* of my parents. — WASHINGTON IRVING.

Rewrite the above, substituting synonyms.

117	118	119	120
de scrip tion	av a rice	ne ces si ty	keen
ac count	greed i ness	need	sharp
nar ra tive	stin gi ness	com pul sion	a cute
pen u ry	cun ning	choice	wealth
pov er ty	de ceit	pref er ence	riches
pri va tion	craft	se lec tion	plen ty

121

A DESCRIPTION

Every wrinkle about his toothless mouth and sharp, *keen* eyes told of *avarice* and *cunning*. His clothes were nearly threadbare, but it was easy to see that he wore them from *choice*, and not from *necessity*; all his looks and gestures told of *wealth*, and *penury*, and *avarice*.

—CHARLES DICKENS.

122	123
e vent	er ror
in ci dent	mis take
oc cur rence	blun der
slen der	a bun dant
slight	plen ti ful
slim	am ple

124

al read y un til
 al most wel fare
 al ways wel come

125

par al lel mil lion
 ex cel lent mil i ta ry
 col lege al might y

In the above words remember whether it is one *l* or two.

126

pre pare au to graph a sy lum so lo
 prep a ra tion a pos tro phe

Look closely at the *ph* in *apostrophe*, the *y* in *asylum*, and remember that there are two *a*'s in *preparation*.

127

op er a tor
 con duc tor
 chauf feur
 ma chin ist
 jew el er
 de sign er
 a vi a tor

128

con sti tu tion
 leg is la ture
 civ i li za tion
 com mis sion er
 al der man
 sec re ta ry
 dip lo mat ic

129

dis cus sion
 dis tin guish
 par tial ly
 a ër o plane
 phi los o phy
 pho no graph
 reg i ment

130
 im pris on
 il lus trate
 rep re sent
 rep re sen ta tive
 an nounce ment

131
 ab so lute ly
 ad di tion al
 cel e brate
 cel e bra tion
 care less ness

132
 lov ing ly
 per mis sion
 per fect ly
 pros per i ty
 pro tec tion

133
 ap par ent
 grad u al
 grat i tude
 pen sion
 weap on
 coun cil

134
 ap peal
 cau cus
 cou pon
 in ti mate
 re source
 jeal ous

135
 em i nent
 fa mous
 not ed
 ad age
 max im
 prov erb

136
 va ri ous
 dif fer ent
 sev er al
 sol emn
 so ber
 se ri ous

137
 ac tiv i ty
 vig or ous
 ter ri ble
 an chor
 char ter

138
 pre mi um
 an al y sis
 syn o nym
 neu ter
 ac cent

139
 clause
 depth
 me di um
 nour ish
 ra vine

140
 cro chet
 crys tal
 anx ious
 im age
 weal thy

141	142	143	144
ed u ca tion	ju ror	of fi eer	man i fold
mu nic i pal	hon est	cit i zen	u ni verse
in tel li gent	e nough	foun tain	knowl edge
leg is la tor	pal ace	re la tion	a bun dant
leg is la tion	gar den	wit ness es	com pe tent

145

EDUCATION

Education must prepare our citizens to become municipal officers, intelligent jurors, honest witnesses, legislators, or competent judges of legislation—in fine, to fill all the manifold relations of life. For this end it must be universal. The whole land must be watered by the streams of knowledge. It is not enough to have here and there a beautiful fountain playing in palace gardens, but let it come like the abundant fatness of the clouds upon the thirsty earth.

—HORACE MANN.

146

beau ti ful ly	at mos phere	en cour age ment
cir cum stance	com fort a bly	de part ment

147	148	149	150
a bil i ty	stud ies	busi ness	gen er al
or na ment	de light	judg ment	af fairs
dis course	qui et	dis po si tion	learn ed
ex e cute	pri vate	par tic u lars	per haps
coun sels	ex pert	mar shal ing	chief

Careful enunciation of *ornament*, *execute*, and *counsels* may prevent your misspelling them.

151

STUDIES

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in the quiet of private life; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute and perhaps judge of particulars, one by one; but the general counsels and the plots and marshaling of affairs come best from those that are learned.

— BACON.

152

a cad e my	mem o ry	stu di ous	am bi tion
grad u ate	cul ture	i de a	am bi tious

153

per so nal
 pres ence
 ex pan sive
 gran deur
 dig ni ty

154

in tel li gence
 sig nif i cance
 ap proached
 com mand ing
 in tel lec tu al

155

in tel lect
 al to geth er
 au thor i ty
 in flu ence
 might y

156**THE PERSONALITY OF DANIEL WEBSTER**

I have looked on many mighty men — and yet not one of these approached Mr. Webster in the commanding power of their personal presence. There was a grandeur in his form, an intelligence in his deep dark eye, a loftiness in his expansive brow, a significance in his arched lip, altogether beyond those of any other human being I ever saw.

—GOODRICH.

157

pre cise ad mit
 ex act con fess
 cor rect ac knowl edge

158

ac ci dent a chieve
 cas u al ty ef fect
 mis hap ac com plish

159

brought	con ti nent	ded i ca ted	lib er ty
e qual	con ceived	prop o si tion	cre at ed

160

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

— LINCOLN.

161

feast

fes ti val

ban quet

ca lam i ty

dis as ter

mis for tune

162

po lite

af fa ble

cour te ous

hur ry

speed

dis patch

163

tal ent

fac ul ty

a bil i ty

ob tain

at tain

pro cure

164

at tempt

ef fort

en deav or

per ceive

ob serve

dis cov er

165

re spon si bil i ty

ca pac i ty

pow er

Responsibility walks hand in hand with power.

— HOLLAND.

WORDS OFTEN MISSPELLED

166	167	168	169
accommodate	across	receive	sincerely
disapprove	quite	leisure	peaceable
respectfully	accept	parallel	generally
participle	usually	cemetery	principal
appearance	view	different	principle
particular	success	probably	disappear
170	171	172	173
addition	exercise	weight	courage
daughter	vegetable	caught	attention
brother	measure	search	biscuit
neighbor	grateful	cities	equally
judging	bicycle	health	visitor
burial	company	bury	privilege
174		175	
busily	capital	basin	maneuver
halves	article	quart	endeavor
piano	picture	cellar	assessor

176
comparison
companion
elaborate
encourage
successful

177
entertain
foreigner
interrupt
undertake
procession

178
possibility
thanksgiving
accommodation
positively
especially

179
altitude
banquet
distress
relation
relative
thorough

180
almanac
suspect
increase
razor
awhile
reduce

181
energy
debate
article
organ
search
museum

182
astonish
intruder
confine
electric
fiction
consider

183
constant
develop
division
entitle
practice

184
estimate
familiar
hesitate
apparatus
petition

185
intend
herald
issue
forgive
enable

186
yacht
vision
pitch
lien
local



VOCABULARY FOR SEVENTH YEAR

abandon	alligator	arose	boundary
ably	allot	arrived	boulder
abound	allurement	arriving	bristle
absolutely	ally	astonish	broke
abundant	almanac	assessor	brought
abuse	altitude	atmosphere	burden
abusive	ambition	attain	burrow
academy	ambitious	attribute	bury
accent	analysis	auditor	busily
accommodate	ancestor	aught	bustle
accommodation	anchor	avarice	calamity
accuracy	announcement	awhile	calendar
acknowledge	anthem	bachelor	calmly
activity	antique	balcony	camphor
acute	anxious	banquet	canary
adage	apology	barometer	capable
adapt	apparatus	beautifully	capacity
admission	apparent	beaver	carelessness
aëroplane	appeal	beheld	carol
affable	appointment	believed	casualty
agony	arctic	benefactor	caucus
alderman	argue	beseech	caught
alien	arisen	blunder	celebrate

celebration	conceive	debate	disguise
charter	concern	debtor	dispatch
chauffeur	confine	dedicate	dispense
chews	connect	depth	disposition
choosing	connection	demon	distinguish
chose	consider	department	distribute
chosen	constant	dependence	ditch
circumstance	contend	depraved	division
civilization	continual	desert	donkey
clause	council	designer	dragon
clumsy	counsels	desire	drawer
combat	coupon	develop	dreadily
comfortably	coyote	devour	dreary
commissioner	craft	diameter	drowsily
companion	create	different	drowsy
comparison	creditor	diligence	duet
competent	crochet	diplomatic	duties
competitor	crocodile	director	ease
complain	croquet	disappear	edge
complaint	crystal	disapprove	efficient
complete	culture	discourse	elaborate
completion	cunning	discovery	elect
composedly	currency	discreet	electric
compulsion	customer	discretion	eloquence
conceal	cylinder	discussion	eloquent

embroider	faculty	grandeur	immense
eminent	familiar	gratify	implore
emperor	fatal	gratitude	imprison
enable	fatality	greediness	incapable
encounter	fatally	guest	incident
encourage	fearless	haul	influence
encouragement	ferocious	haunt	irritating
endeavor	fiction	havoc	intend
energy	final	heir	intention
enlarge	finality	helpless	intellect
enormous	finished	herald	intellectual
entertain	fireman	hesitate	intelligence
entitle	foreigner	hideous	intelligent
entreat	forsake	honestly	interrupt
especially	foul	horrid	intimate
essential	fountain	horror	intruder
estimate	freezing	hostile	inventor
exactness	frequent	hurry	invincible
execute	froze	hustle	issue
expansive	furious	idea	jealous
expert	ghost	illustrate	juror
exploration	gigantic	image	keen
extend	gloom	imagine	knowing
extravagant	gradual	imitate	laborer
factor	graduate	imitation	lavish

lazily	material	obsolete	phonograph
laziness	medium	occurrence	pigeon
leader	melon	odd	pilgrim
learned	menace	operate	pitch
ledger	migrate	operator	plumber
legislation	mimic	oppose	porter
legislator	minority	orator	positively
legislature	misery	organ	possibility
leopard	mishap	ostrich	poverty
lien	monkey	oyster	practice
liked	monster	parallel	prayer
lizard	monstrous	partially	precise
locality	mosquito	participle	precision
logic	municipal	particular	prefer
lovingly	murmur	partridge	preference
magnify	muscular	pauper	premium
maiden	museum	peaceable	principle
majority	mystery	pension	privation
maneuver	narrative	penury	privilege
manifold	neuter	perceive	probably
manner	noted	perfectly	procession
margin	noting	permission	procure
marrying	nourish	petition	profuse
marvelous	nursery	pheasant	prominent
massive	obscurity	philosophy	prosperity

protection	selection	surrender	unyielding
punctuality	senator	swallow	usually
purity	sharp	swimming	vague
purpose	shirk	synonym	vapor
pursuit	shriek	talent	vast
queer	significance	tempt	vigilance
ravine	similar	temptation	vigorous
razor	sleepy	terrible	virtue
reality	slender	terror	vision
resource	slight	thanksgiving	vocation
recollection	slim	thorough	volunteer
reduce	solemn	threat	wandering
regiment	solicitor	tiger	warble
reliance	speed	towering	warmth
remembrance	spread	traitor	warrior
representative	stalwart	tranquilly	wealthy
reptile	stenographer	treasurer	weapon
require	stillness	turkey	wearily
respectfully	stinginess	turtle	weary
restraint	strength	tutor	wicked
riches	studies	type	witnesses
rumor	studious	typewriter	wrestle
scatter	successful	unaffected	yacht
secretary	successor	universe	youth
secrete	superior	unusual	zeal



THE ALDINE SPELLER

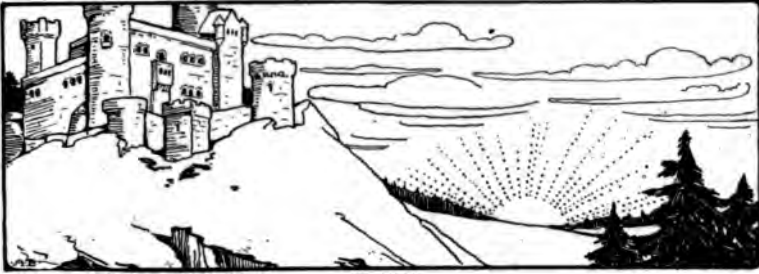
PART FOUR

EIGHTH YEAR



C

EIGHTH YEAR



1

ir ri tat ing	con cern	laugh ter	a bound
cheer ful ness	du ties	in dus try	con tent

2

PRAYER AT MORNING

The day returns and brings us the petty round of irritating concerns and duties. Help us to play the man; help us to perform them with laughter and kind faces; let cheerfulness abound with industry. Give us to go blithely on our business all this day; bring us to our resting beds weary and content and undishonored; and grant us in the end the gift of sleep.

—ROBERT LOUIS STEVENSON.

PREFIXES

A **prefix** is a syllable or syllables placed at the beginning of a word to change its meaning.

The prefixes *un* and *dis* mean *not*, or the opposite of the act indicated by the word to which they are prefixed: as, *unwise* means *not wise*; *dishonest* means *not honest*; *disappear* means the opposite of *appear*.

3

un con scious	un for tu nate	un a ble	un us u al
un nec es sa ry	un dress	un eas y	un e qual

4

dis ap pear	dis o be di ence	dis con tin ue
dis cour age	dis sat is fied	dis like

5

The prefix *mis* means *wrong* or *wrongly*; as, a *misdeed* is a *wrong deed* and to *misspell* is to *spell wrongly*.

mis for tune	mis lead	mis un der stand
mis con duct	mis spell	mis pro nounce

The prefix *ad* means *to*; as *adjoin*, meaning *joined to*. In many words the *d* of this prefix is changed to the first letter of the word to which it is prefixed, or it is dropped.

6

ad ja cent	ad join	ad join ing	af fix
ad mis sion	ad mire	at tract	ac cuse

7

ac cus tom	ad e quate	ap pre ci ate
ag gra vate	an nounce	ap pro pri ate

8

ad min is tra tion	at trac tion	ad ver si ty
ac com mo da tion	ad min is ter	ad ven ture

9

The prefix *in* or *im* frequently means *not*.

in com pe tent	in fi nite	in dis tinct
in cred i ble	in sane	im pa tient

10

im per fect	in di ges tion	in sin cere
im po lite	in sep a ra ble	in def i nite

The prefix *con* means *with* or *together*. Sometimes the *n* is changed or dropped.

11

12

con ven tion	con ceal	cor re spond	con struct
con ven ient	con cern	con nec tion	con sid er
con fi dence	con tend	col li sion	com plaint
con fer ence	con sist	con se quence	com ment

The prefix *ex* means *out of*, *out*.

13

14

ex plo sion	ex ceed	ex hi bi tion	ex haust
ex ca vate	ex tend	ex cite ment	ex pire
ex tin guish	ex tract	ex po si tion	ex tent
ex po sure	ex port	ex pec ta tion	ex plore

The prefix *de* means *down*, *from*, or *away*.

15

16

de scend	dem on strate	de fense	def i nite
de prive	de scrip tive	de crease	de liv er
de tail	de spond ent	de fect	del e gate
de pend		de lib er ate	

Other common prefixes are *pre*—before; *pro* and *pur*—forward; *semi*—half; *per*—through; *port*—after; *sub*—under; *trans*—across or through.

17	18	19	20
pre vi ous	pros pect	per ma nent	sub urb
prej u dice	pro pose	per plex	sub mit
pre vent	pro mote	sem i cir cle	trans fer
pre sume	pur suit	sub scribe	trans mit
pre side	per suade	sub sti tute	trans port

21		
con fi den tial	ben e fi cial	ob ser va tion
ac knowl edge	de part ment	ac cu mu late

22	23	24
ab bre vi ate	de vel op ment	at ten tive
con sid er a tion	im pres sion	ad di tion al
re duc tion	in ves ti ga tion	con gen ial
di ver sion	re ceiv a ble	pro gres sive
suc ces sion	il lus tra tion	de port ment
dis trib ute	ex cla ma tion	con trib ute

SUFFIXES

A **suffix** is a syllable or syllables added to the end of a word to modify its meaning.

Some of the common suffixes are *able*, meaning *able* or *worthy*; *ing*, meaning *continuing to*; *er*, meaning *one who* or *more*; *ed*, showing past action; *est*, meaning *most*.

There are three rules for the use of suffixes which apply to many words and should be remembered. A few exceptions, too, should be remembered.

Rule I. Final *e* is dropped before a suffix beginning with a vowel.

	25	26	27	28
Add	<i>ing</i>	<i>ed</i>	<i>able</i>	<i>er</i>
	oblige	guide	desire	promote
	decide	judge	advise	compose
	come	cease	note	erase
	censure	excuse	sale	manage
	average	improve	move	receive
	acquire	arrive	value	deceive

29

change a ble	peace a ble	cou ra geous
no tice a ble	ser vice a ble	out ra geous

Words ending in *ce* and *ge* retain the *e* before *a* and *o* to keep the *c* and *g* soft.

30

flee ing	see ing	singe ing	a gree a bly
shoe ing	dye ing	hoe ing	mile age

These words retain final *e* to preserve their identity.

31

32

peace ful	sense less	move ment	gen tle ness
spite ful	blame less	im prove ment	coarse ness
use ful	val ue less	e lope ment	for give ness

In most words final *e* is not dropped before a consonant.

33

aw ful	tru ly	ac knowl edg ment	judg ment
whol ly	aw ful ly	a bridg ment	ar gu ment

In the above words *e* was dropped before a consonant.

Rule II. In words of one syllable and words accented on the last syllable, a final consonant following a single vowel is doubled before an ending beginning with a vowel.

34	35	36	37
be gin ning	planned	for got ten	run ner
swim ming	robbed	fat ten	shop per
con trol ling	o mit ted	oc curred	thin ner
for get ting	ad mit ted	un fit ted	red dest
re gret ting	re pelled	con ferred	hot test

38

Some exceptions to Rule II are

ref er ence	con fer ence	pref er a ble
pref er ence	def er ence	trans fer a ble

39

Why does not Rule II apply to the following words?

par al leled	ben e fit ed	wor ship er
kid naped	mer it ed	mag ic al
ex pect ed	spe cial ist	so cial ist

Rule III. Final *y* following a consonant is changed to *i* before an ending not beginning with *i*.

In the following lessons name the root word and add other suffixes.

40	41	42	43
de fied	vic to ri ous	busi ness	fan ci ful
wor ried	stu di ous	la zi ness	pit i ful
clas si fied	fu ri ous	hap pi ness	cer e mo nies
dig ni fied	glo ri ous	read i ness	mel o dies
cop ied	en vi ous	greed i ness	trag e dies
mod i fied	lux u ri ous	eas i ness	the o ries

In the following lessons tell whether the rules apply and why.

44	45
ex cel lent	re pent ed
mar ket ing	try ing
con quer or	prob a bly
threat en	oc cur rence
gro cer ies	sen si ble
sit u at ed	wool en
46	
guid ance	in sur ance
griev ance	en dur ance
re mov al	ap prov al
ar riv al	re fus al

BUSINESS TERMS

47	48	49	50
freight	at tor ney	jour nal	sal a ry
pre mi um	crim i nal	an nu i ty	con tract
bal ance	col lec tor	in sur ance	in ter est
cap i tal	def i cit	mort gage	re ceipt
cash ier	en clos ing	au di tor	pol i cy
51	52	53	
in cor po rate	sig na ture	ap pro pri ate	
cor po ra tion	ex ec u tor	syn di cate	
col lat er al	sec re ta ry	com mer cial	
com mis sion	div i dend	ad min is tra tor	
cer tif i cate	li a bil i ties	mem o ran dum	
54	55	56	
mer can tile	con sign ment	cur ren cy	
val u a tion	com pe ti tion	re sour ces	
treas ur er	ad ver tise ment	in sol ven cy	
re mit tance	af fi da vit	in ven to ry	
fi nan cial	in dorse ment	part ner ship	

SCHOOL WORDS

57

gram mat i cal
con struc tion
con junc tion
par ti ci ple
in fin i tive

58

aux il ia ry
in tran si tive
prep o si tion
in ter jec tion
dic ta tion

59

pa ren the sis
pos ses sive
an te ced ent
com par a tive
in def i nite

60

com par i son
con ju ga tion
com ple ment
pred i cate
a nal y sis

61

nom i na tive
in dic a tive
in ter rog a tive
de clar a tive
im per a tive

62

mas cu line
fem i nine
par a graph
punc tu a tion
sin gu lar

63

dif fer ence
div i dend
dec i mal
quo tient
di vi sor

64

mul ti pli ca tion
cal cu la tion
de nom i na tor
nu mer a tor
pro portion

65

rec tan gle
per cent age
com pos ite
al ge bra
math e matics

TRoublesome Endings — *ent, ant, ence, ance*

Words ending in *ent* and *ant*, *ence* and *ance*, are frequently confused. Study very carefully.

66	67	68
ap pli cant	be nev o lent	in ci dent
oc cu pant	de pend ent	com pli ment
rem nant	prom i nent	suf fi cient
de scend ant	pres i dent	rai ment
de fend ant	des pond ent	le ni ent
in dig nant	ex cite ment	el e ment
69	70	71
ref er ence	griev ance	ac quaint ance
ex ist ence	nui sance	as sur ance
in flu ence	in stance	or di nance
pref er ence	coun te nance	tem per ance
con science	al li ance	an noy ance
72		
cir cum fer ence	ac count ant	su per in tend ent
cor re spond ence	con so nant	cor res pond ent

TRoublesome Endings — *ent, ant, ence, ance*

These words ending in *ant* and *ent* are used as adjectives. Those in *ance* and *ence* are nouns.

73

vi o lent	in no cent	res i dent
vi o lence	in no cence	res i dence

74

ev i dent	in so lent	prov i dent
ev i dence	in so lence	prov i dence

75

o be di ent	con ve ni ent	pru dent
o be di ence	con ve ni ence	pru dence

76

rev er ent	dil i gent	in de pend ent
rev er ence	dil i gence	in de pend ence

77

con fi dent	com pe tent	con va les cent
con fi dence	com pe tence	con va les cence

TRoublesome ENDINGS — *ent, ant, ence, ance*

78

el o quent	in tel li gent	im pa tient
el o quence	in tel li gence	im pa tience

79

prev a lent	neg li gent	im per ti nent
prev a lence	neg li gence	im per ti nence

80

fra grant	ig no rant	el e gant
fra grance	ig no rance	el e gance

81

vig i lant	a bun dant	de fi ant
vig i lance	a bun dance	de fi ance

82

ex trav a gant	im por tant	re luc tant
ex trav a gance	im por tance	re luc tance

83

at tend ant	as sist ant	ra di ant
at tend ance	as sist ance	ra di ance

TRoublesome Endings — *ise, ize*

84

ex er cise	ad vise	mer chan dise	dis guise
ad ver tise	de spise	com pro mise	com prise
su per vise	sur prise	en ter prise	chas tise

85

Remember that all these words end in *ise*. There are not many that do.

86

civ il ize	au thor ize	or gan ize	bap tize
le gal ize	rec og nize	an a lyze	cap size
e qual ize	crit i cize	par a lyze	re al ize

87

Words ending in *ize* and *yz* are verbs.

Add the suffix *ize* to the following words, thus changing them into verbs. Remember to drop the *y* in the first nine. Why? What is the rule?

88

e con o my	sym pa thy	mem o ry	mor al
a pol o gy	har mo ny	the o ry	sol emn
scru ti ny	mo nop o ly	col o ny	fer tile

89

TRoublesome Endings — *cal, cle, al, le*

Many words ending in *cal* and *cle* are easily confused. There are but a few in *cle*. Remember them.

90	91	92	93
i den ti cal	med i cal	phys i cal	obs ta cle
crit i cal	rad i cal	prac ti cal	mir a cle
mu si cal	ras cal	tech ni cal	ve hi cle
ver ti cal	log i cal	cler i cal	mus cle
clas si cal	mag i cal	re cep ta cle	i ci cle
chem i cal	trop i cal	spec ta cle	par ti cle

94	95	96	97
med al	crim i nal	in di vid u al	trem ble
men tal	op tion al	ju di cial	a pos tle
mor al	es pe cial	u ni ver sal	dis ci ple
mor tal	fed er al	co lo ni al	ca pa ble
mu tu al	neu tral	es sen tial	min gle
nor mal	ac tu al	mu ni ci pal	tan gle

Review these lessons, being very careful to distinguish between *al* and *le*.

TRoublesome ENDINGS — *tion, sion*

98	99	100
at ten tion	im ag i na tion	op pres sion
pro tec tion	in ter ro ga tion	de ci sion
in di ca tion	as ser tion	ex clu sion
re stric tion	pro duc tion	ex ten sion
ex e cu tion	de tec tion	con clu sion

101

Write five of the above words as adjectives by changing the *ion* to *ive*.

102

ab bre vi a tion	prop o si tion	pos ses sion
temp ta tion	cel e bra tion	di vi sion

103	104	105	106
car a mel	ac ci den tal	re cep tion	move ment
sen ti nel	ar ti fi cial	lo ca tion	pave ment
nick el	com mer cial	sus pi cion	frag ment
bev el	ar se nal	fre quent	judg ment
pan el	mar tial	tran sient	mon u ment

TRoublesome ENDINGS — *able, ible*

107

ad mi ra ble
re spect a ble
re ceiv a ble
hos pi ta ble
man age a ble

108

con ceiv a ble
a vail a ble
ac cept a ble
va ri a ble
en joy a ble

109

suit a ble
not a ble
pay a ble
sal a ble
ad vis a ble

110

el i gi ble
for ci ble

re spon si ble
in cred i ble

ed i ble
leg i ble

111

ter ri ble
vis i ble

hor ri ble
di vi si ble

pos si ble
di gest i ble

In the following words the *l* was not doubled when a suffix was added. Why?

112

jew el er
coun sel or
trav el er
per il ous
mar vel ous
e qual ize

113

shov el ing
e qual ing
mod el ing
can celed
la beled
pen ciled

114	115	116	117
suite	an tique	châp er on	gym na si um
sym bol	cat a log	i den ti fy	mort gage
a dieu	sce ner y	mus tache	ac quaint
chord	a bol ish	cer ti fy	rou tine
guild	fa tigue	guard i an	in quir y

118	119	120	121
cede	am a teur	con fi den tial	in stinct
al ien	gran deur	fi nan cial	li cense
de pot	bar ri er	ge om e try	symp tom
ac id	cau tious	al ge bra	syn o nym
mere	bul le tin	lit er a ry	so lu tion

122	123	124	125
a ë ri al	bank rupt	mu ti late	bur den
cli ent	cam paign	ex treme	cri sis
neu ter	jus ti fy	sou ve nir	re col lect
psalm	san i ta ry	tar iff	dig ni ty
chauf feur	pro hib it	traf fic	cloth ier

126

sec re ta ry
grad u a tion
cer tif i cate
doc u ment
rec om mend

127

or gan i za tion
par tic u lar ly
pho tog ra pher
pro nun ci a tion
ap pro pri a tion

128

trans por ta tion
re spon si bi li ty
mis cel la ne ous
neigh bor hood
ex cep tion al ly

129

ex traor di na ry
in ci den tal ly
oc ca sion al ly
math e mat ics
pre lim i na ry

130

hos pi ta ble
en thu si asm
e mer gen cy
op er a tion
u nan i mous

131

im ag i na tion
op por tu ni ty
pro fes sion al
sat is fac tion
sat is fac to ry

132

ac knowl edg ment
ap prox i mate ly
rec om men da tion
com mu ni ca tion
au to bi og ra phy

133

res pon si ble
an ni ver sa ry
ar ti fi cial ly
civ i li za tion
temp ta tion

134

per se ver ance
mis chiev ous
con tri bu tion
im me di ate ly
ob ser va tion

MEDICAL WORDS

135	136	137
rheu ma tism	dys pep sia	con sump tive
ton sil i tis	dys en ter y	pre scrip tion
ap pen di ci tis	pneu mo ni a	nour ish ment
bron chi tis	di ar rhe a	cir cu la tion
per i to ni tis	neu ral gi a	diph the ri a

138	139	140	141
phy si cian	sur geon	bil ious	chron ic
med i cal	ab scess	ca tarrh	kid ney
med i cine	ma la ri a	an ti dote	croup
a nat o my	ty phoid	pleu ri sy	meas les
al bu men	vict uals	ner vous	bow els

142	143	144	145
hy gi ene	hem or rhage	mix ture	rhu barb
hy gi en ic	he red i ta ry	ar sen ic	cam phor
hys ter ics	ep i dem ic	oint ment	mor phine
lin i ment	phys i ol o gy	qui nine	am mo ni a
ab do men	con ta gious	bac te ri a	poi son

DIFFERENT PRONUNCIATIONS

Some words are accented on the first syllable when used as nouns or adjectives, and on the last syllable when used as verbs.

NOUN OR ADJ.	VERB	NOUN OR ADJ.	VERB
ab'stract	ab stract'	per'mit	per mit'
con'duct	con duct'	pre'fix	pre fix'
con'flict	con flict'	pres'ent	pre sent'
con'test	con test'	prod'uce	pro duce'
con'tract	con tract'	prog'ress	pro gress'
con'trast	con trast'	proj'ect	pro ject'
con'vict	con vict'	pro'test	pro test'
es'cort	es cort'	reb'el	re bel'
ex'port	ex port'	rec'ord	re cord'
ex'tract	ex tract'	ref'use	re fuse'
im'port	im port'	sub'ject	sub ject'
in'crease	in crease'	sur'vey	sur vey'
in'sult	in sult'	trans'fer	trans fer'
per'fect	per fect'	trans'port	trans port'

EIGHTH YEAR VOCABULARY

abbreviate	adjacent	anniversary	attraction
abbreviation	adjoin	announce	authorize
abdomen	adjoining	annoyance	autobi-
abolish	administer	annuity	ography
abridgment	administration	antecedent	auxiliary
abscess	administrator	antidote	average
abstract	admirable	apologize	available
abundance	admitted	apostle	bacteria
acceptable	adversity	appendicitis	bankrupt
accidental	advisable	appreciate	baptize
accountant	aërial	appropriate	barrier
accumulate	affidavit	appropriation	beneficial
accuse	affix	approval	benefited
accustom	aggravate	approximately	benevolent
acid	agreeably	arsenal	bevel
acknowledgment	albumen	arsenic	bilious
acquaint	algebra	artificial	blameless
acquaintance	alien	artificially	bowels
acquire	alliance	assertion	bronchitis
actual	amateur	assurance	bulletin
additional	ammonia	attendant	calculation
adequate	analyze	attentive	campaign
adieu	anatomy	attorney	canceled

capsize	coarseness	confident	correspondence
caramel	collateral	confidential	correspondent
catalogue	collector	conflict	counselor
catarrh	collision	congenial	countenance
cautious	colonial	conjugation	criminal
cease	colonize	conjunction	crisis
cede	comparative	conscience	critical
censure	competence	consequence	criticize
ceremonies	comment	consideration	decide
certificate	commercial	consignment	declarative
certify	commission	consist	decrease
changeable	communication	construct	defect
chaperon	comparison	construction	defendant
chastise	competition	consumptive	deference
chemical	complement	contagious	defiance
chord	compliment	contend	defiant
chronic	compose	contrast	deficit
circulation	composite	contribute	defied
circumference	comprise	contribution	definite
civilize	compromise	controlling	delegate
classical	conceal	convenience	deliberate
classified	conceivable	convenient	deliver
clerical	conference	convention	demonstrate
client	conferred	corporation	depot
clothier	confidence	correspond	deportment

deprive	divisible	evidence	extinguish
descend	divisor	evident	extract
descendant	document	excavate	extraordinary
descriptive	dyeing	exceed	extravagance
despise	dysentery	exceptionally	extreme
despondent	dyspepsia	excitement	fatigue
detail	easiness	exclamation	fatten
detection	economize	exclusion	federal
development	economy	excuse	feminine
diarrhea	edible	execution	fertile
dictation	elegance	executor	fertilize
difference	element	exhaust	financial
digestible	eligible	exhibition	fleeing
dignified	elopement	existence	forcible
dignity	emergency	expectation	forgiveness
diligent	enclosing	expected	forgotten
diphtheria	endurance	expire	fragment
disciple	enjoyable	explore	fragrance
discontinue	enterprise	explosion	geometry
discourage	enthusiasm	export	glorious
dislike	epidemic	exposition	graduation
disobedience	equaling	exposure	grammatical
dissatisfied	equalize	extend	grandeur
diversion	escort	extension	grievance
dividend	especial	extent	groceries

guardian	imperative	insane	location
guidance	imperfect	inseparable	logical
guild	impolite	insincere	luxurious
gymnasium	import	insolence	magical
happiness	importance	insolent	malaria
harmonize	impression	insolvency	manageable
harmony	improvement	instance	marketing
hemorrhage	incidentally	instinct	martial
hereditary	incompetent	interjection	masculine
hoeing	incorporate	interrogation	mathematics
horrible	incredible	interrogative	medal
hospitable	indefinite	intransitive	melodies
hottest	indication	inventory	memorandum
hygiene	indicative	judicial	memorize
hygienic	indigestion	justify	mental
hysterics	indignant	kidnapped	mercantile
identical	indistinct	kidney	merchandise
identity	individual	labeled	merited
ignorance	indorsement	legalize	mileage
ignorant	infinite	legible	mingle
illustration	infinitive	lenient	miracle
imagination	influence	liabilities	miscellaneous
immediately	innocence	license	misconduct
impatience	innocent	liniment	mischievous
impatient	inquiry	literary	mislead

mispronounce	nickel	parenthesis	prefix
misunderstand	nominative	particle	prejudice
mixture	normal	particularly	preliminary
modeling	notable	partnership	premium
modified	noticeable	payable	preposition
monopolize	nourishment	penciled	prescription
monopoly	nuisance	percentage	preside
monument	observation	perfect	presume
moral	obstacle	peritonitis	prevalence
moralize	occasionally	permanent	prevalent
morphine	occupant	perplex	prevent
mortal	occurred	perseverance	previous
mortgage	ointment	persuade	production
movement	omitted	photographer	professional
municipal	operation	physical	progressive
musical	opportunity	physician	prohibit
mustache	oppression	physiology	project
mutilate	optional	pleurisy	pronunciation
mutual	ordinance	pneumonia	proportion
negligence	organization	poison	propose
negligent	outrageous	possession	proposition
neighborhood	panel	possessive	prospect
nervous	paragraph	practical	protest
neuralgia	paralleled	predicate	providence
neutral	paralyze	preferable	provident

prudence	remittance	sentinel	suspicion
prudent	remnant	serviceable	symbol
psalm	removal	shoeing	sympathize
punctuation	repelled	shopper	symptom
quinine	repented	shoveling	syndicate
radiance	residence	singeing	tangle
radiant	resident	singular	tariff
radical	responsible	situated	technical
raiment	responsibility	socialist	temperance
rascal	restriction	solemnize	theories
readiness	reverence	solution	theorize
receivable	réverent	souvenir	theory
receptacle	rheumatism	specialist	thinner
reception	robbed	spectacle	threaten
recollect	routine	spiteful	tonsillitis
recommend	runner	substitute	traffic
recommendation	salable	suburb	tragedies
rectangle	sanitary	succession	transfer
reddest	satisfaction	sufficient	transferable
reduction	satisfactory	suitable	transient
reference	scenery	suite	transmit
refusal	scrutinize	supervise	transport
regretting	scrutiny	surgeon	transportation
reluctance	semicircle	surprise	tremble
reluctant	senseless	survey	tropical

trying	unfitted	valueless	violent
typhoid	unfortunate	variable	visible
unanimous	universal	vertical	wholly
unconscious	unnecessary	victorious	woolen
undress	unusual	victuals	worried
uneasy	useful	vigilant	worshiper
unequal	valuation	violence	

WORDS HAVING MORE THAN ONE CORRECT SPELLING

although	altho	good-by	good-bye
ax	axe	gypsy	gipsy
boulder	boulder	indorse	endorse
baritone	barytone	installment	instalment
canyon	cañon	judgment	judgement
catalogue	catalog	license	licence
catchup	catsup	mama	mamma
center	centre	offense	offence
clarinet	clarionet	peddler	pedlar
coconut	cocoanut	plow	plough
councilor	councillor	program	programme
defense	defence	practice	practise
develop	develope	pretense	pretence
dispatch	despatch	prologue	prolog
domicile	domicil	quartet	quartette
draft	draught	Savior	Saviour
dram	drachm	sergeant	serjeant
dullness	dulness	sirup	syrup
enclose	inclose	skeptic	sceptic
fulfill	fulfil	skillful	skilful
gauge	gage	tonsilitis	tonsillitis
gayety	gaiety	whisky	whiskey
gayly	gaily	willful	wilful

WORDS FREQUENTLY MISPRONOUNCED

abdomen (ǎb dō'měň)	cantaloupe (kǎn'tá lōōp)
acclimate (ǎ klī'măt)	carol (kǎr'ăl)
acumen (ǎ kŭ'měň)	casualty (kǎzh'ù al tĩ)
address (ǎ drēs')	cayenne (kā ěň')
adieu (ǎ dŭ')	cement (sě měňt')
adult (ǎ dŭlt')	cemetery (sěm'ě těr ĭ)
again (ǎ gěň')	chauffeur (shō fŭr')
albumen (ǎl bū'měň)	clandestine (klǎň dēs'tĭň)
algebra (ǎl'jě brǎ)	column (kŏl'ŭm)
alias (ǎ'ĭ ǎs)	data (dǎ'tá)
ally (ǎ lĩ')	decade (děk'ād)
almond (ǎ'mŭnd)	depot (dē'pō)
amateur (ǎm'á tŭr')	dessert (děz zŭrt')
anti (in compounds) (ǎn'tĭ)	detail (dě tāl')
apparatus (ǎp á rǎ'tŭs)	diamond (dĭ'á mŭnd)
apricot (ǎ'prĩ kŏt)	either (ē'thēr)
arctic (ǎrk'tĭk)	elm (ělm)
arid (ǎr'ĭd)	every (ěv'ěr ĭ)
aspirant (ǎs pĭr'ǎnt)	exquisite (ěks'kwĭ zĭt)
athletic (ǎth lět'ĭk)	extant (ěks'tǎnt)
been (bĭn)	February (fěb'rōō á rĭ)
bicycle (bĩ'sĩ k'l)	finance (fĩ nǎňs')
biography (bĩ ōg'rǎ fĭ)	financier (fĭň ǎň sēr')
blouse (blouz)	garage (gǎ rǎzh')
bronchitis (brŏň kĭ'tĭs)	genuine (jěň'ù ĭň)

government (gũv'ẽrn měnt)	mischievous (mĩs'chĩ vũs)
gratis (grā'tĩs)	monoplane (mõn'õ plān)
haunt (hānt)	morphine (mô'r'fĩn)
history (hĩs'tõ rĩ)	national (nāsh'ũn ăl)
hospitable (hõs'pĩ tǎ b'l)	neither (nē'thẽr)
hygiene (hĩ'jĩ ěn)	often (õf''n)
illustrate (ĩ lũs'trăt)	open (õ'p'n)
incomparable	papa (pǎ pǎ')
(ĩn kõm'pǎ rǎ b'l)	parent (pār'ěnt)
industry (ĩn'dũs trĩ)	partner (pärt'nẽr)
inquiry (ĩn kwĩr'ĩ)	patent (păt'ěnt)
interest (ĩn'tẽr ěst)	patriot (pǎ'trĩ õt)
iron (ĩ'ũrn)	patron (pǎ'trũn)
Italian (ĩ tǎl'yǎn)	patronize (păt'rũn ĩz)
lamentable (lam'ěn tǎ b'l)	pianist (pĩ ǎn'ĩst)
laundry (lǎn'drĩ)	pretense (prẽ tens')
leisure (lẽ'zhũr)	pretty (prĩt'ĩ)
lenient (lẽ'nĩ ěnt)	pumpkin (pũmp'kĩn)
magazine (mǎg ǎ zẽn')	rational (rǎsh'ũn ăl)
mama or mamma (mǎ mǎ')	research (rẽ sũrch')
maritime (mǎr'ĩ tĩm)	resource (rẽ sõrs')
marriage (mǎr'ĩj)	romance (rõ mans')
memoir (mẽm'wõr)	salmon (sǎm'ũn)
mercantile (mũr'kǎn tĩl)	tiny (tĩ'nĩ)

FOREIGN WORDS

attaché (à tà shā')	mardigras (mār dē grā')
bacillus (bà sŷl'ŷs)	mêlée (mā lā')
bouillon (bōō yôn')	menu (mĕn'ù)
cabaret (kăb'ă rĕt)	meringue (mĕ răng')
café (kà fā')	modiste (mô dĕst')
cafeteria (kăf ě tĕ'rĭ à)	monsieur (mĕ syû')
caveat (kā'vĕ ăt)	nonchalant (nôn shă lănt')
chateau (shă tō')	personnel (pĕr sôn nĕl')
clique (klĕk)	protégé (prô tā zhă')
consommé (kôn sô mā')	qui vive (kĕ vĕv')
cortège (kôr tĕzh')	rabies (ră'bĭ ěz)
coupé (kōō pā')	régime (ră zhĕm')
crevasse (krĕ văs')	renaissance (rĕn ě săns')
débutante (dā bū tănt')	replica (rĕp'ŷlĭ kă)
décolleté (dā kôl'tă')	sachet (să shă')
entrée (ăn trā')	salon (să lôn')
façade (fă säd')	séance (să äns')
fiancé (fĕ än sâ')	sobriquet (sô brĕ kă')
fiasco (fĕ às'kō)	soirée (swă ră')
finale (fĕ nă'lă)	sombrero (sôm bră'rō)
forte (fôr'tă)	table d'hôte (tă bl'dôt')
jardinière (zhăr dĕ nyâr')	trousseau (trōō sō')
mademoiselle	vaudeville (vôd'vĭl)
(măd mwă zĕl')	

FOREIGN WORDS AND PHRASES

- à la mode (ä lä mōd') — in the fashion.
au fait (ō fě') — skillful, expert.
auf wiedersehen (ouf vē'dēr zā'en) — till we meet again.
au revoir (ō rē vwār') — till we meet again.
bête noir (bât nwär') — a bugbear; an object of dread.
blasé (blá zā') — surfeited, used up.
bon jour (bôn zhōōr') — good day; good morning.
bon mot (bôn mō') — a witticism; a happy expression.
carte blanche (kärt blānsh') — full power; unlimited authority.
contre-temps (kôn tr'-tān') — an awkward accident.
coup d'état (kōō dā tā') — a stroke of policy.
cuisine (kwē zēn') — a kitchen; also style of cooking.
cul de sac (kü d' sāk') — a passage with but one outlet.
debris (dā brē') — rubbish; ruins.
debut (dā bü') — a first appearance; a coming out.
de trop (dē trō') — out of place.
dishabille (dīs à bēl') — undress.
double entendre (dōō bl' än täN'dr') — double meaning.
éclat (ā klä') — splendor; striking effect.
élite (ā lēt') — a selected body of people.
encore (äj kōr') — again; a demand for repetition.
en masse (än mās') — in a body.
ennui (äj nwē') — a feeling of dissatisfaction; unrest.
en route (än rōōt') — on the way.

entrée (än trā') — right to enter; entrance.
 entre nous (än tr' nōō') — between ourselves; in confidence.
 esprit de corps (ēs prē' dē kōr') — the animating spirit of
 a collective body.
 faux pas (fō pä') — a false step; a mistake.
 fête (fāt) — a holiday.
 garçon (gār sōn') — a boy; frequently a waiter.
 naïve (nä ēv') — having unaffected simplicity.
 née (nā) — born (whose maiden name was).
 negligee (nĕg lī zhā') — undressed.
 noblesse oblige (nô blēs' ô blēzh') — rank imposes obligation.
 nom de plume (nōn dē plüm') — an assumed name; a pen
 name.
 passé (pä sā') — worn out.
 patois (pä twä') — dialect of the lower classes.
 protégé (prō tā zhā') — one protected by another.
 rendezvous (rän'dĕ vōō) — a meeting place; a gathering.
 résumé (rā zü mā') — a summing up.
 rôle (rōl) — a part in a performance.
 savant (sā vān') — a man of science.
 tête-à-tête (tāt ā tāt') — face to face; in close conversation.
 tout ensemble (tōō tăn sän'bl') — all together.
 valet (vāl'ĕt) — a personal attendant.
 vis à vis (vē zā vē') — facing.
 voilà (vwā lā') — behold; look.

LATIN WORDS AND PHRASES

ad va lō'rem — according to value.
al'i bi (ǎ'l'i bī) — elsewhere ; in another place.
an'te bel'lum — before the war.
a pri o ri (ā prī ō'rī) — from cause to effect.
bo'na fi'de (fī dē) — in good faith.
de fac'to — from the fact ; actually.
De i gra ti a (dē'ī grā'shī à) — by the grace of God.
De o vo len'te — God willing.
de pro fun'dis — out of the depths.
e plu'ri bus u num — one out of many.
er rā'tum — an error.
ex of fi'ci o (ǒ fish'ī ō) — by virtue of office.
ex par'te — on one side only.
ex tem'pō rē — without premeditation.
fac sim'i lē — a close imitation.
fe sti'na len'te — make haste slowly.
in ex trē'mis — at the point of death.
in cōg'ni to — unknown.
in lō'co pa ren'tis — in the place of a parent.
in me mo'ri am — in memory.
in stā'tu quo — in the existing state.
in'te rim — in the meanwhile.
lap'sus lin'guae — slip of the tongue.
laus Dē'o — praise to God.
me mōr'i ter — by rote.

mi ră'bi le dic'tu — wonderful to be told.
 mō'dus ǒ pē ră'n'dī — manner of operation.
 mul'tum in par'vo — much in little.
 nō lō con ten'de rē — I do not wish to contend.
 nōl prōs, or nolle pros'e qui — unwilling to proceed.
 per an'num — by the year.
 per cap'i ta — by the head.
 per cen'tum (sen) — by the hundred.
 per dī'em — by the day.
 per sē — by itself.
 post mor'tem — after death.
 prī'ma fā'ci e — on the first view.
 pro bō'no pub'li co — for the public good.
 pro rā ta — in proportion.
 quid pro quo — an equivalent.
 sī ne dī ē — without day.
 sine qua non — an indispensable condition.
 ul ti mā'tum — the last condition.
 ver bā'tim — word for word.
 vī'a — by the way.
 vī'ce ver'sa — the terms being exchanged.
 vī va vō'ce — by the living voice.

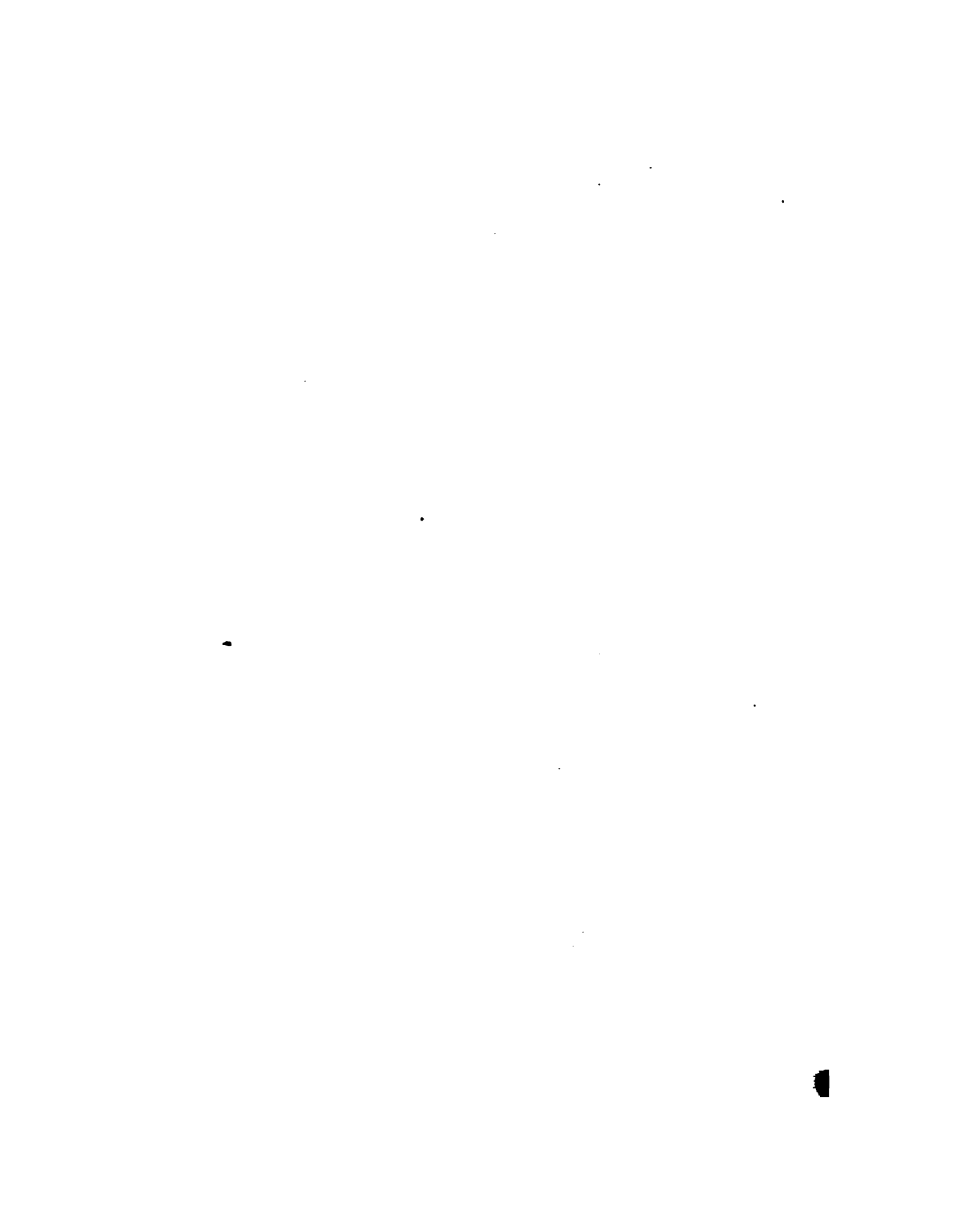
SOME COMMON ABBREVIATIONS

EACH ABBREVIATION MUST END WITH A PERIOD

A.B.	Bachelor of Arts.	do.	ditto; the same.
acct.	account.	doz.	dozen.
A.D.	Year of Our Lord.	Dr.	Debtor; Doctor.
A.M.	Before noon.	Esq.	Esquire.
A.M.	Master of Arts.	et al.	and others.
amt.	amount.	e.g.	for example.
anon.	anonymous.	etc.	and so forth.
ans.	answer.	Feb.	February.
Apr.	April.	Fri.	Friday.
Atty.	Attorney.	ft.	foot or feet.
Aug.	August.	gal.	gallon.
Ave.	Avenue.	Gen.	General.
bal.	balance.	Gov.	Governor.
bbl.	barrel.	Hon.	Honorable.
B.C.	Before Christ.	i.e.	that is.
Bro.	Brother.	in.	inch.
bu.	bushel.	inst.	present month.
Capt.	Captain.	Jan.	January.
Co.	Company.	Jr.	Junior.
Col.	Colonel.	lb.	pound.
C.O.D.	Collect on delivery.	Lieut.	Lieutenant.
cwt.	hundredweight.	LL.D.	Doctor of Laws.
D.D.	Doctor of Divinity.	M.	Noon; one thousand.
Dec.	December.	Maj.	Major.

M.C.	Member of Congress.	qt.	quart.
		Rev.	Reverend.
M.D.	Doctor of Medicine.	rec'd.	received.
		p.	page.
mdse.	merchandise.	R.R.	Railroad.
Messrs.	Gentlemen.	Sat.	Saturday.
mo.	month.	Sec.	Secretary ; second.
Mon.	Monday.	Sr.	Senior.
Mr.	Mister.	Sen.	Senator.
Mrs.	Mistress.	Sept.	September.
ms.	manuscript.	St.	Saint ; Street.
Mt.	Mountain.	Sun.	Sunday.
N.B.	Note well.	Supt.	Superintendent.
Nov.	November.	Thurs.	Thursday.
No.	Number.	Tues.	Tuesday.
Oct.	October.	ult.	last month.
oz.	ounce.	U.S.	United States.
Ph.D.	Doctor of Philosophy.	U.S.A.	United States of America ; Army.
P.M.	Afternoon ; Postmaster.	U.S.N.	United States Navy.
P.O.	Postoffice.	viz.	namely.
Pres.	President.	vol.	volume.
Prof.	Professor.	Wed.	Wednesday.
pro tem.	for the time being.	yd.	yard.
P.S.	Postscript.	&	and.
pt.	pint.	vs.	versus.





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